DOCUMENT RESUME

ED 152 995 CE 015 225

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TITLE The Certification of Vocational Education Personnel. A Report of the AVA ad hoc Committee on Professional Standards.
INSTITUTION American Vocational Association, Washington, D.C.
PUB DATE Oct 77
NOTE 82p.; Charts in Appendixes A and C may not reproduce well due to small print

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS National Surveys; Occupational Surveys; Professional Associations; *State Agencies; *State Licensing Boards; State Standards; Statewide Planning; Teacher Associations; *Teacher Certification; *Teacher Qualifications; Vocational Education; *Vocational Education Teachers

ABSTRACT

A study was conducted on the status of state boards and committees for certification of vocational education personnel. Data was collected from key certification personnel in all fifty states using telephone interviews and questionnaires. In addition, data was collected from state vocational association personnel to determine if their perception of certification procedures agreed with that of the personnel in the state certification agencies. Results showed that most state divisions of vocational education and state departments of education appear to be satisfied with their present standards and practices related to vocational teacher certification. Contact with state vocational association presidents and executive directors revealed that they were not so aware of the current status, potential problems, and issues related to the certification of vocational education personnel as are state department of education employees. Among the recommendations made based on these and other findings are the following: (1) The American Vocational Association should establish a standing committee on professional standards; (2) state vocational associations should appoint committees to monitor legislation which affects the certification of vocational personnel; (3) state vocational associations should include a professional standards goal in their program of work; (4) state vocational associations should have a vocational educator on any board for teacher education certification; and (5) state vocational associations should work in partnership with state divisions of vocational education to assure that minimum certification standards for vocational educators are explicit and adhered to. (BB)

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THE CERTIFICATION OF VOCATIONAL EDUCATION PERSONNEL

A Report of the AVA ad hoc Committee on Professional Standards

by
Aaron J. Miller
and
Robert R. Roehrich

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October 24, 1977

Dr. James E. Bottoms
Executive Director
American Vocational Association, Inc.
1510 H. Street N.W.
Washington, D.C. 20005

Dear Dr. Bottoms:

This is the final report of the AVA ad hoc Committee on Professional Standards with respect to the certification of vocational education personnel.

We believe that our recommendations, if adopted, will provide a positive approach for the American Vocational Association and their affiliated state associations to work toward the development and/or continued maintenance of high standards for the certification of vocational education personnel.

Respectfully submitted,

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I. INTRODUCTION

Under the Education Amendments of 1976, the declaration of purpose for the vocational education section stated that Federal grants to states were to be used to extend, improve, and maintain programs of vocational education. Operating within this purpose, it is incumbent upon the profession to develop and maintain appropriate standards to assure the continued quality of vocational education offerings.

During recent years there has been a noticeable growth in the states in various types of boards and committees which review and establish standards for certification. The certification of vocational educators is included in these standards. In 1975 the AVA recognized the need to examine the work of these boards and commissions with an intent to assist them in understanding the vital importance of returning specific standards for vocational educators.

In 1976 the AVA Board created an ad hoc committee to study the work of professional standards commissions and boards. This ad hoc committee was charged with the responsibility of studying and reporting on the status of professional standards commissions for teacher education and certification that have been created in the states through special legislation. This study was to include the scope of authority assigned to the commissions, their membership, their long range intent, and the implications of the movement for the education and certification of vocational teachers. It is in response to this charge by the AVA Board that this report is directed.

While gathering data which was directly related to professional standards commissions, additional data were gathered which were related to other important teacher education and certification issues; such issues as the certification

of specific teaching skills and technical competence. Although these issues may seem peripheral to the initial charge of the AVA Board, the ad hoc Committee found them interrelated to such a degree they chose to include them in this report.

Finally, after the AVA Board reviews this report and takes action on the recommendations, the ad hoc Committee wishes to prepare a popular version of the report. This popular version would serve to alert AVA membership, divisions, and state affiliates to the status of professional standards commissions and assist them in taking appropriate action within their respective states.

II. PROCEDURES FOR CONDUCTING THE STUDY

A. Review of Related Literature

In compliance with the charge of the Professional Standards Committee to study the status of professional standards commissions and other state agencies established for teacher certification, an extensive review of the literature was not necessary. The committee was charged with reporting the present status of certification boards and agencies; however, a review of publications and documents which pertain to teacher certification provided baseline information from which the committee began to formulate objectives and clarify goals.

The scope of the literature reviewed is evidenced in the reference section of this report. Subsequent information provided support and clarification of key areas of discussion or investigation.

B. Organizational Meeting

An organizational meeting was held in February, 1977 to identify the goals, objectives and strategies which the committee would use in meeting the charge from the AVA Board of Directors. During the initial meeting the charges of the Professional Standards Committee and the Teacher Education Committee were clarified and delineated to avoid duplication and to provide assistance when possible.

Considerable discussion took place concerning the approach, methods questions, strategies and sources which related to the committee's charge. In essence, the committee members agreed to structure the

study around six main questions that reflect the mandate for the committee from the AVA Board of Directors as follow:

1. What is the status of state commissions involved in certification?
2. What are the status and purpose of professional standards and practices boards?
3. What problems exist in the various states regarding certification?
4. Who serves on professional standards and practices boards?
5. What are recommendations for standards of initial certification?
6. What action can be taken to alleviate or prevent a compromise of vocational education certification requirements?

With these six important questions identified, the committee began to formulate and develop strategies for obtaining the information from the various state certification agencies and other significant participants involved in the certification of vocational personnel.

C. Instrumentation

The committee agreed that the most effective manner in which to obtain the data sought was through the use of a questionnaire which could be directed to key personnel involved in state certification of vocational personnel. Due to the national diversification of agencies involved in certification, it was necessary to categorize the agencies

into the managable typology herein identified as follows:

Type A - A full authority teacher standards and practices board (A fully independent commission with ultimate authority, authorized by the state legislature.)

Type B - A teacher standards and practices board which is an advisory board to the State Board of Edcuation and/or its education agency. (A special board with educators heavily represented, the final authority lies in the State Board of Education.)

Type C - The State Board of Education and/or a state education agency controls teacher certification. (State Board control or delegation to a state agency assisted by an advisory council.)

Other types - state certification agencies that do not follow one of the above categories.

Utilizing this typology as a baseline, the questionnaire focused on the following aspects of the certification agency and the practices used to determine vocational certification.

- what type of teacher certification board/agency exists in each state?
- how was the board created and how long has it been operational?
- what is the membership of the certification board/agency?
- how are members selected to serve on the board/agency and how long are terms of service?
- what are the responsibilities of the standards and practices board or other certification agency?

- is there a mechanism for appeal of revoked certification?
- what reciprocial agreements exist among states with regard to certification?

Once a determination was made of the type of state certification agency functioning in each state the instrument focused on the special aspects of vocational personnel certification. The areas of concern were to determine the following:

- existence of an independent division for vocational education certification in each state;
- if vocational education certification follows the same general rules as other state teacher certification;
- the various types of certification for vocational personnel in each state;
- who is required to hold vocational certification;
- the definition of role of the state and local advisory council in vocational certification;
- the role of competency testing in vocational certification;
- identification of the board or agency responsible for issuance of vocational certification;
- degree of participation in the Interstate Certification Project;
- the degree of satisfaction or dissatisfaction with present vocational certification standards;
- the identification of potential for change and identification of problem areas within the state vocational certification structure.

The committee agreed that questions surrounding these areas would provide the type of data which was sought by the AVA Board of Directors as identified in the committee's charge.

A copy of the instrument used to collect the data is included in appendix B of this report.

D. Data Collection Procedure

Due to the diversification of agencies responsible for certification, the nature of the study and budgetary constraints, the population sample was restricted to key personnel who were familiar with certification procedures and who could provide the most accurate and up-to-date information concerning state certification, the state certification agency and the certification of vocational personnel.

A questionnaire was sent to every state director for vocational education with a cover letter specifying the rationale and intent of the survey. Included in the cover letter was a request that a key person be identified and given the questionnaire so that he/she could respond to the questionnaire during a telephone interview.

The telephone interview method was utilized in an effort to gather the most accurate data available from state certification agencies and to help eliminate some of the misinterpretation of vocational certification standards that might occur by responding to the questionnaire through the mail only. Key certification personnel in all fifty states were contacted by initial or follow-up telephone interviews; the data was recorded on a duplicate questionnaire by the interviewer.

In addition to contacting state certification agencies, it was

necessary to contact a sampling of state vocational association personnel to determine if their perceptions and understanding of certification procedures agreed with those of the personnel in the state certification agencies; a 34 percent sample was selected to accomplish this task.

The procedure used to identify state vocational association personnel was by random selection from a list of association presidents and executive secretaries provided by the AVA. State vocational association officers responded to Part II of the questionnaire only.

E. Data Analysis

At the completion fo the data gathering, the data were reviewed to determine the significance of the responses to the questions developed by the committee. Each questionnaire was reviewed and replies were tabulated to determine the current status of professional standards and practices boards and other state certification agencies. These data were then compiled in the form of tables to indicate the current status and trends in vocational education certification.

A second meeting of the Professional Standards Committee was held in Washington, D.C. to review the data collection procedures and the data gathered. The data was scrutinized by the committee to ascertain if the data collection had addressed the charge of the committee; then, a series of findings, conclusions and recommendations were drawn from the data. Section V of this report reflects there findings, conclusions and recommendations.

III. THE STATUS OF VOCATIONAL CERTIFICATION IN AMERICA

A. Historical Perspective

History indicates that the framers of the Constitution of the United States rejected the idea of a national system of education and established through the tenth amendment that each state must organize its educational system as it sees fit; this provides the basis for authorization through certification.

As early as 1913 the National Society for the Promotion of Industrial Education recognized the need for certification standards for trade and industrial education programs. In February 1914, the Society published a booklet (Bulletin No. 19) that was the culmination of a full year's study of the problems of certification and training of industrial education teachers. The major implication of the study was "...that a new plan of certification was needed and that the state should be the sole certifying authority, with certification to be based on proper examinations."[1] A revised edition of Bulletin No. 19 was issued in February, 1917, concurrent with the passage of the Smith-Hughes Act. This again emphasized methods of selection, certification, and training of teachers, both men and women; it became the guide used by the states..."[2] Following the study sponsored by the Society, the Federal Board for Vocational Education, in 1918 emphasized strongly the need for every state to provide special

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[1]Melvin Barlow, History of Industrial Education in the United States, (Peoria: Chas. A. Bennett Co., Ind., 1967), p. 210.

[2]Ibid., p. 211.

consideration to the certification of trade and industrial education teachers. "The Federal Board urged that states having little or no flexibility in their certification system present the problem to the appropriate state board and request that an adequate system be devised."[3] The Society followed up on the Board's recommendation with a publication that contained the rationale for certification and teacher training; this set the stage for the development of future certification standards.

The purpose of the AVA Professional Standards Committee was to examine the status of professional standards and practices boards and other certification agencies throughout the United States, to determine how present certification standards affecting vocational education personnel are developed and administered; in retrospect, this committee's work parallels some of the work done during the early 1900's by the pioneers in vocational education.

B. Mechanisms for Certification in the United States.

Due to the nature of certification, it is important that standards be established to prescribe the minimum professional and experiential preparation for persons receiving vocational teaching certificates; these standards can be best identified by the state board of education. Ford (1974) states that "it is necessary for legislative bodies to enact laws fixing minimum requirements because some communities lag behind and are satisfied with teachers less well qualified."[4]

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[3]Ibid., p. 213.

[4]Seymour T. Branter, Ed., Certification of Vocational Technical Educators (University Park, PA: The Department of Vocational Education, Pennsylvania State University) p. 3.

These standards also act as a tool for controlling the professional growth of in-service teachers through renewal procedures that may require evidence of professional development.

1. Who Must be Certified?

Generally, only teachers in the public schools must be certified since states have compulsory education laws and levy taxes for the support of the public schools. All fifty states require public elementary and high school teachers (and administrative, supervisory and special school services personnel) to hold state certification. In 1974, eight states required a form of certification for junior college personnel and Missouri was the only state that required teachers college personnel to be certificated.[5]

In non-public schools the traditional practice has been to require state certification only if the school is receiving state reimbursement or seeking state accreditation.

There is considerable divergence in the teacher certification process which has the potential for confusion between general education standards and vocational education standards. The basis for this divergence is the baccalaurate degree as a minimum requirement in general education versus the non-degree/occupational experience requirement in vocational education.

To meet the increasing demand for vocational education teachers,

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[5]Timothy M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States. 1974 edition (Washington, D.C.: National Education Association) 1967.

most states have modified their requirements for vocational certification. Vocational education programs within the same state may even have a different requirement scale across service areas, such as agriculture and distributive education for example. Likewise, there may be differences within a single service area as often evidenced in trades and industrial programs.

Certification standards at the secondary and post-secondary level within the same state may also have entirely different requirements; generally, post-secondary teachers are not required to be certified at all. However, post-secondary

> ... vocational teachers in reimbursed programs generally are subject to approval by the state board of vocational education. This approval may be idependent of certification, may be a condition of certification (or vice versa), any may require qualifications in addition to, different from, or less than those required by the teacher certification agency in the same state.[6]

"Further qualification requirements for vocational teachers are tailored for each individual state and are adjusted to alleviate varying teacher shortages in those states."[7]

Consequently, there is broad divergence in certification requirements across programs, service areas and states.

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[6]Branter, Ed., Certification of Vocational Technical Educators, p. 11.

[7]Ibid., p. 7.

2. Types of Certification

For purpose of this discussion certificates will be categorized according to Stinnett (1968) on: the term of the certificate; the level of college preparation; and the authorized teaching assignment of the holder.

> In the first category (term) are life, permanent, limited, continuing, and provisional or probationary certificates. In the second category are regular, standard, professional, and emergency or substandard. In the third category are blanket or general (with no teaching fields endorsed, only the school level of authorized teaching), endorsed (on which the authorized school level or subject and field are recorded), and special field (issued for each special field, such as art or music).[8]

Vocational education certificates may come under any of these categories at the discretion of the state board of education but are generally permanent, standard, endorsed or special area.

Policies for renewals vary from state to state; the teacher is generally required to take some additional college work to reinstate the certification.

C. Description of the Different Types of Certification Boards and Agencies By State

In order to identify and compare the various types of state certification boards/agencies Table I has been developed utilizing the typology described in Section II, part C of this report.[9]

[8] Timothy M. Stinnett, Professional Problems of Teachers, 3rd edition, (New York York: McMillian Company) 1968, p. 433.

[9] The types of teacher certification boards are listed in appendix A.

D. Reciprocity and Certification

Americans are characterized as being a mobile society; this mobility affects teachers perhaps more than any other large group of professionals. Yet, crossing state lines is still an obstacle in the reciprocity of certification credentials. In an attempt to overcome this obstacle, a series of reciprocity plans were devised to allow free movement and allow teachers to secure a certificate with a minimum of red tape and confusion.

Stinnett in 1968 stated that:

> As early as 1890 New York State inagurated an exchange of certificate plan. This plan was adopted by other states, and by 1921 some thirty-eight states were exhanging certificates. But the vast differences in the standards for approving teacher-education institutions, the differences in state certification requirements, and the protests of in-state teachers that incoming teachers did not have to meet the same standards applied to them, caused growing dissatisfaction with the plan. Consequently, the certificate exchange idea declined after 1921, and presently no state will validate a teacher's certification issued in another state.[10]

Since 1940 there has been an effort by state directors to bring about reciprocity. Many changes were affected through regional and national conferences to bring requirements closer together; however, there were still obstacles facing migrating teachers that needed to be overcome.

A parallel movement to bring about reciprocity involved regional reciprocity compacts based on the premise that the greatest exchange of teachers usually occurred between nearby states. The Regional Compact idea was a viable move toward easing the obstacles to teacher migration across state lines. Although viable, it too declined and by 1967 all except one of the original four were abandoned.

[10] Stinnet, Professional Problems of Teachers, pp. 436-437.

A similar movement occurred in 1958, as proposed by the NASOTEC the plan would accept without penalty the credentials of a graduate from an institution accredited by the NCATE. This plan was

> based on the assumption that the key to identification of a competent teacher is to be found in the type and quality of the program completed and the caliber of the institution offering it, rather than in detailed certification prescriptions.[11]

The major drawback of these plans to vocational education was that each identified a specific population, the degreed teacher; while ignoring the non-degreed or in-service teacher.

The most recent and most promising plan to bring about national certification reciprocity is the Interstate Certification Project, which is funded under Section 505, Title V, ESEA. The project seeks cooperation among states in methods for determining certification standards and legal protections while assuring each state's autonomy. At present there are codicils covering general education teachers, administration, and support personnel in addition to vocational education personnel

Under the provisions of the Interstate Certification Project, vocational education teachers with baccalaurate degrees are covered by the existing codicil for general education teachers. An additional contract has been drawn up to extend the operational coverage of the interstate system to teachers with less than baccalaurate level preparation, which is justified only in the vocational education area. Accordingly, the contract deals only with teachers of career education, trade or industrial subjects.

[11]Ibid, p. 437.

At present there are 33 member states in the Interstate Certification Project with 29 contract agreements for general education and only ten for vocational education.[12]

States having reciprocity agreements and the type of agreements for general education, administrators and vocational educators are identified on Table II.[13]

[12] A copy of the Interstate Certification Project Provision and contracts are located in appendices C and D.

[13] States having reciprocity agreements for teacher certification are listed in Table II in appendix A.

IV. THE REPRESENTATION AND FUNCTIONS OF PROFESSIONAL PRACTICES BOARDS AND OTHER CERTIFICATION AGENCIES

A. Representation on Certification Agencies

Of major consequence to vocational educators is the personnel representation on state certification agencies. Each state has different personnel requirements, methods of selection and terms of office. It is advisable for vocational educators to be represented in a membership capacity or to have a person acutely aware of the needs and uniqueness of vocational education as a participant in the agnecy's operation.[14]

B. Responsibilities of the State Agencies Which Certify Vocational Education Personnel

It is imperative that vocational educators understand the responsibilities of their state certification agency in order to maintain control over the aspects of certification that directly affect vocational education personnel.

Table IV illustrates the responsibilities of each state's certification agency with regard to general and vocational education.[15]

[14] Table III, Personnel Representation on State Certification Agencies is located in appendix A.

[15] Table IV, Responsibilities of the State Agency for Certification of Vocational Education Personnel is located in appendix A.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Many concerns about the certification of vocational and technical education personnel have been expressed by members of the AVA. However, these concerns are quite varied depending upon the occupational role of the member. As one might expect, the greatest number of concerns were expressed by supervisors and administrators who have some degree of responsibility for administering the certification of vocational education personnel and by teacher educators who prepare vocational education personnel.

The major concerns regarding certification of vocational personnel seemed to focus in three major areas. These areas were: (1) professional standards and practice boards, (2) certification of pedagogical competence, and (3) the certification of occupational/technical competence. These individual problem areas will be analyzed in greater detail in the following discussion.

Professional Standards and Practices Boards

Most state divisions of vocational education and state departments of education are satisfied with their present standards and practices related to vocational teacher certification. They feel that their existing regulations and procedures provide reasonable assurance of quality of vocational education personnel. In the few cases where the states indicated dissatisfaction with their present standards, they were in the process of revising those standards.

An effort was made to determine if there was a trend in the various states to establish professional standards and practices board which were independent of the state board of education and which had legal jurisdiction over the licensure and certification of teachers. The data indicated that only two

states presently have independent boards. These states are Minnesota and Oregon. However, legislation creating independent boards has been introduced and defeated in several states.

Legislation creating professional standards and practices boards under the authority of the state board of education is presently in effect in sixteen states. Similar legislation is pending in several other states. In states where there are professional practices boards, there is no assurance of vocational education representation on that board. However, that seems to be of no real concern to state divisions of vocational education as they feel their interests can be accommodated through the present system of board membership. In other words, channels exist for their input which, they feel, can maintain the integrity of vocational certification.

Contact with state vocational association presidents and executive directors revealed that, as a group, they are not as aware of the current status, potential problems, and issues related to the certification of vocational education personnel as are state department of education employees. When asked questions about the status of vocational certification in their states, they frequently referred the inquiry to the state division of vocational education. However, a small minority of state vocational association officers and directors expressed a desire for greater vocational teacher representation on local education agency committees which approve and review standards, vocational units, courses, etc. Likewise a small minority of vocational association officers expressed a desire for state vocational association representation on the professional practices board; however, they could not cite a circumstance where having such a representative could have either prevented or promoted some special policy or board action of special interest to vocational education.

Conclusions

One must conclude that the majority of state divisions of vocational education and state vocational associations are satisfied with the present arrangements of boards or agencies and their administrative procedures which control vocational education certification. Furthermore, state vocational associations apparently take little interest in or have little knowledge of the trends, issues and administration of certification procedures in their respective states. This is most surprising as certification criteria and policy is the jugular vein of the profession. It is frightening to note that other competing education associations have an intense and abiding interest in vocational certification and have frequently been the sponsors of legislation concerning professional standards and practices boards.

Although there seems to be no immediate danger of professional standards and practices boards developing policies which will dilute or eliminate the standards essential to retaining the quality and uniqueness of vocational education, the potential is clearly there. One can only conclude that in a static or declining overall education economy, the state affiliates of the National Education Association, the American Federation of Teachers, and local school districts will continue to press for control of teacher certification.

The American Vocational Association and the affiliated state vocational associations must be concerned for the future. Certification is the doorway to the profession; therefore, vocational educators must have an integral part in the review process that insures the quality, integrity and uniqueness of vocational education. Clearly, AVA should encourage state vocational associations to obtain existing and proposed legislation, rules and regulations pertaining to vocational teacher certification. These should be under continuous scrutiny for their effect and impact upon vocational education in that state.

Recommendations

1. The American Vocational Association should establish a standing committee on professional standards to insure a continuous review of the status of present and proposed legislation concerning vocational teacher certification in the various states.
2. State vocational associations should be encouraged to appoint committees to monitor legislation which affects the certification of vocational personnel and be prepared to support or oppose it on its merits.
3. State vocational associations should be encouraged to include a professional standards goal in their program of work.
4. State vocational associations should attempt to have a vocational educator representative on any state board or commission responsible for teacher education certification.
5. State vocational associations should work in partnership with state divisions of vocational education to assure that minimum certification standards for vocational educators are explicit and adhered to.

Certification of Pedagogical Competence

Officials in state departments of education who have some responsibility for the employment and/or certification of new vocational teachers express an ever present concern for the teacher education process. Their concern is that completion of a traditional baccalaureate degree program in vocational teacher education doesn't necessarily insure teaching competence---which certification implies. This seems to be particularly true for teachers assigned to work in inner cities or with youth with special needs.

In at least one state (California), local boards of education may submit to the state their own proposals for training teachers. If approved, the local education agency may use local non-vocational teacher education programs and community sponsored in-service training devices for approved vocational teacher certification requirements. These locally approved programs generally require no subsequent review by the state. There is a deep concern for the quality of vocational teachers certified in this manner.

Although there seems to be no discernable national trend toward the franchising of local school districts to train (and in effect certify) non-degreed vocational teachers, any trend in this direction should be quickly detected and evaluated by that respective state vocational association.

There is a growing concern over certification problems associated with teachers trained through a competency-based teacher education (CBTE) program where the final verification of competency must take place in a "real" teaching setting. The problems is, student teaching isn't always a "real" setting in that portions of it may be contrived. Therefore, if a teacher in CBTE must have a "real" teaching situation before the completion of the final requirement for certification, it may be extremely difficult to be certified. For example, one must have "real" teaching experience before certification, yet one must be certified before he/she can obtain "real" teaching experience. Clearly, this is a "catch-22" situation.

There is some concern by a limited number of states for the overall quality of teacher education programs. However, these concerns tend to come from state divisions of vocational education where there is very little investment of vocational education dollars in vocational teacher education. That is, the state

division of vocational education investment tends to be restricted to small grants and contracts, awarded to the lowest bidder, for special or non-recurring training activities.

The certification of vocational personnel generally conforms to a "K-12" model; that is, certification for post-secondary vocational personnel generally isn't required---or doesn't exist. Post secondary programs are generally administered by either the board of regents or a board for community colleges. While there are a variety of complex and critical problems associated with the interface of secondary and post-secondary vocational-technical education, certification does not demand the most attention at this time.

Conclusions

There are unique coping, planning, and teaching skills required of vocational teachers who successfully work with the disadvantaged, the handicapped, or teach in non-traditional settings. These skills may not be developed in new teachers through teacher education programs unless they provide training experiences which involve these unique learners or educational settings. In most cases, existing teacher certification requirements do not discriminate between teachers who possess these unique skills and those who do not.

Recommendation

1. The American Vocational Association and the state vocational associations should promote the establishment of teacher education advisory committees to assist teacher education institutions to keep in touch with current skills needed by teachers in special teaching situations.

Certification of Occupational Competence

Divisions of vocational education in many states are concerned with the present procedures for certifying the work experience of new vocational teachers. Teaching applicants may indicate they have many years of work experience in a technical field; enough to meet the letter of the requirement for state vocational teaching certification. However, that experience may not have sufficient breadth or depth to enable the applicant to do a satisfactory job of teaching. The general feeling of respondents indicates a need for some valid and reliable method of competency testing to validate the work experience of a teaching applicant before certification.

A related concern of certification agencies is the agency's inability to require evidence of up-to-date technical competence for the re-certification of vocational teachers. There is a strong feeling that each state should have some mechanism which requires up-dated work experience through summer employment, special workshops, business/industry training, etc. which insures the technological currency of re-certified teachers.

Conclusions

There is a critical need for some mechanism that can be used to certify the occupational/technical competence of vocational teachers. This is especially true for the non-degreed vocational teacher.

At present there is a great variance across the states in work experience and in-service teacher education requirements for non-degreed teachers. Therefore, unless some valid means of assessing work experience or technical competence is used, the problem of evaluating work experience will persist. Furthermore, unless

some valid and reliable assessment procedure with national norms is used, there is little likelihood of developing reciprocity agreements across the states for non-degreed vocational teacher certification.

Recommendations

1. The American Vocational Association should develop a position concerning interstate certification as it relates to both degreed and non-degreed teachers.
2. The American Vocational Association should take a position that encourages state vocational associations to work with state divisions of vocational education in the development and use of occupational competency tests for certification purposes.

VI. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Finding #1

Other competing education associations have an intense and abiding interest in the certification of vocational teachers and have frequently been the sponsors of state legislation concerning professional standards and practices boards.

Recommendation

The American Vocational Association should establish a standing committee on professional standards to insure a continuous review of the status of present and proposed legislation concerning vocational teacher certification in the various states.

Finding #2

State vocational associations have little knowledge of the trends, issues and administration of certification procedures in their respective states.

Recommendation

State vocational associations should be encouraged to appoint committees to monitor legislation which affects the certification of vocational personnel and be prepared to support or oppose it on its merits.

Finding #3

Certification criteria and policy is the jugular vein of the profession.

Recommendation

State vocational associations should attempt to have a vocational education representative on any state board or commission responsible for teacher education certification.

Finding #4

Certification is the doorway to the profession; therefore, vocational educators must have an integral part in the review process that insures the quality, integrity and uniqueness of vocational education.

Recommendation

State vocational associations should be encouraged to include a professional standards goal in their program of work.

Recommendation

State vocational associations should work in partnership with the state divisions of vocational education to assure that minimum certification standards for vocational educators are explicit and adhered to.

Finding #5

There are unique coping, planning and teaching skills required of vocational teachers who successfully work with the disadvantaged, the handicapped, or teach in non-traditional settings.

Recommendation

The American Vocational Association and the state vocational associations should promote the establishment of teacher education advisory committees to assist teacher education institutions to keep in touch with current skills needed by teachers in special teaching situations.

Finding #6

There is a need for some valid and reliable method of competency testing to validate the work experience of a teaching applicant before certification.

Recommendation

The American Vocational Association should take a position that encourages state vocational associations to work with state divisions of vocational education in the development and/or use of occupational competency tests for certification purposes.

Finding #7

At present there is a great variance across the states in work experience and in-service teacher education requirements for non-degreed teachers.

Recommendation

The American Vocational Association should develop a position concerning interstate certification as it relates to both degreed and non-degreed teachers.

Appendix A

TABLE I

Types of Teacher Certification Boards / Agencies

Type	Description	States	Total
Type A A full authority teacher standards and practices board	A fully independent commission with legal jurisdiction over the preparation and licensure/certification of teachers	Minnesota Oregon	2
Type B A teacher standards and practices board or commission which is advisory to the state board of education and/or its education agency	A special board or commission with educators heavily represented; the final authority lies in the state board of education	Alaska Arizona Connecticut Idaho Illinois Kansas Louisana Missouri Nebraska New Hampshire North Carolina Oklahoma Pennsylvania Tennessee** West Virginia Wisconsin	16
Type C The state board of education and/or state educational agency controls teacher certification	State board of education control or delegation to a state agency assisted by an advisory council representing different segments of the teaching profession	Alabama Arkansas California Colorado Delaware Florida Georgia Hawaii Indiana Iowa Maine Maryland Minnesota Mississippi Montana Nevada New Jersey New Mexico New York North Dakota Ohio Rhode Island South Carolina South Dakota Tennessee** Texas Utah Vermont Virginia Washington Wyoming	30 (+1) **Tennessee has B & C
Other types (not classified above)	See Appendix-	Kentucky - Council on Teacher Education Massachusetts - Division of Occupational Education/Office of Pers. Development	2

TABLE II

States Having Reciprocity Agreements for Teacher Certification

Type of Agreement	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island
Formal reciprocity agreement for general education		x			x		x	x	x		x	x		x				x		x	x	x						x	x	x		x	x		x	x		x	x
Formal reciprocity agreement for vocational education														x				x				x						x	x			x	x					x	x
Formal agreement for administrators of vocational education														x				x				x						x	x			x	x						
No formal reciprocity agreement																																							
Applicants form out-of-state are evaluated based on individual credentials rather than on a reciprocity agreement																																							
Reliance on NCATE accreditation standards for institutional reciprocity	x			x																					x														
Member state - Interstate Certification Project for general education		x			x		x	x	x		x	x						x		x	x	x						x	x	x		x	x		x	x		x	x
Member state - Interstate Certification Project for vocational education		exp.'77					x															x							x			x								
Member state - Interstate Certification Project for administrators							x	x					x									x	x						x			x								
Estimated number of reciprocal states	3	N/A		N/A		N/A	26	28	28	N/A	?		N/A	?	N/A	N/A	?	N/A	29	30	30	?	N/A	N/A		N/A	29	N/A	39	34	N/A	?	40+	N/A	29	29	N/A	29	33

Type of Agreement	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Formal reciprocity agreement for general education		x			x	x	x	x	x	x	
Formal reciprocity agreement for vocational education					x	x		x			
Formal agreement for administrators of vocational education					x	x		x			
No formal reciprocity agreement											x
Applicants from out-of-state are evaluated based on individual credentials rather than on a reciprocity agreement											
Reliance on NCATE accreditation standards for institutional reciprocity				x							
Member state - Interstate Certification Project for general education		x			x	x	x	x	x	x	
Member state - Interstate Certification Project for vocational education					x	x		x			
Member state - Interstate Certification Project for administrators					x	x					
Estimated number of reciprocal states	N/A	9	N/A	1	8	9	5	8	7	6	11

TABLE III

Personnel Representation on State Certification Agencies

States	Educators						Non Educators								How Members are Selected		Term of Office				Type of Agency			
	Elementary	Secondary	Post-Secondary	Teacher Educators	Administrators	No Requirement	School Board Members	State Education Pers.	General Public	Business, Industry Reps.	Special Intrest Groups	Others	No Requirement		Appointed	Elected	One year	Two Years	Three to Five years	Other	Type A	Type B	Type C	Other
Alabama						×							×		×					×			×	
Alaska	×	×	×	×	×								×		×				×			×		
Arizona	×	×		×	×		×	×				×			×		×					×		
Arkansas	×	×		×	×		×				×	×			×				×				×	
California	×	×	×					×							×				×				×	
Colorado	×	×	×	×	×								×		×				×				×	
Connecticut	×	×	×	×	×			×	×	×					×				×			×		
Delaware						×							×		×					×			×	
Florida						×							×										×	
Georgia						×			×						×					×			×	
Hawaii						×	×		×							×			×				×	
Idaho	×	×		×	×		×	×							×				×			×		
Illinois	×	×		×	×								×		×				×			×		
Indiana	×	×	×	×	×		×		×	×	×				×				×				×	
Iowa						×							×		×				×				×	
Kansas	×	×	×	×	×		×		×		×				×				×			×		
Kentucky		×	×	×	×								×		×					×				×
Louisana						×			×			×			×	×			×			×		
Maine	×	×	×	×	×		×		×							×			×				×	
Maryland	×	×	×	×	×				×						×				×				×	
Massachusetts						×							×							×				×
Michigan						×							×			×			×				×	
Minnesota	×	×		×	×				×			×			×				×		×			
Mississippi	×	×	×	×	×		×	×	×	×	×				×				×				×	
Missouri	×	×		×	×								×		×				×			×		
Montana						×							×		×					×			×	
Nebraska	×	×		×	×			×							×				×			×		
Nevada						×							×			×			×				×	
New Hampshire	×	×		×	×			×	×						×				×			×		
New Jersey	×	×	×	×	×							×			×			×					×	
New Mexico						×							×			×				×			×	
New York	×	×		×	×		×				×	×			×				×				×	
North Carolina	×	×	×	×	×		×	×	×	×	×	×			×				×			×		
North Dakota						×							×		×					×			×	
Ohio						×							×			×				×			×	
Oklahoma	×	×	×	×	×		×	×			×	×			×				×			×		
Oregon	×	×	×	×	×		×		×			×			×				×		×			
Pennsylvania	×	×		×	×				×						×				×			×		
Rhode Island						×			×						×				×				×	
South Carolina						×							×		×					×			×	
South Dakota						×				×	×		×		×				×				×	

States	Educators						Non Educators							How Members are Selected		Term of Office				Type of Agency			
	Elementary	Secondary	Post-Secondary	Teacher Educators	Administrators	No Requirement	School Board Members	State Education Pers.	General Public	Business, Industry Reps.	Special Interest Groups	Others	No Requirement	Appointed	Elected	One year	Two years	Three to five years	Others	Type A	Type B	Type C	Other
Tennessee	×	×	×	×	×			×						×		×					×	×[2]	
Texas						×			×						×				×			×	
Utah	×	×		×	×			×	×			×			×			×				×	
Vermont						×			×					×					×			×	
Virginia	×	×	×	×	×		×	×	×					×			×					×	
Washington						×							×		×			×				×	
West Virginia	×	×	×	×	×			×	×	×		×		×				×			×		
Wisconsin						×							×	×				×			×		
Wyoming						×							×	×				×				×	

[1]Louisana - 6 members elected, 3 members appointed

[2]Tennessee - Combination agency

TABLE IV

Responsibilities of the State Agency for Certification of Vocational Education Personnel

Responsibility	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Establish criteria for certification standards		x	x		x	x	x			x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Establish guidelines for performance standards		x	x			x	x			x			x	x				x	x		x			x	x	x	x	x		x		x	x			x	x				x	x	x	x	x	x		x
Issue teaching certification	x				x	x			x	x			x	x	x	x		x			x	x	x						x	x	x		x		x		x			x	x	x	x	x	x	x	x	x	x
Reissue revoked or expired certification[1]	x				x	x			x	x			x	x	x	x		x			x	x	x						x	x	x		x		x		x			x	x	x	x	x	x	x	x	x	x
Institute disciplinary action against educators for violation of certification standards									x	x			x	x	x	x		x				x				x		x		x	x				x		x			x	x							x	x	x
Develop teacher preparation standards		x	x	x	x		x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Develop recertification standards		x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Determine occupational experience requirements for vocational education certification standards		x	x	x	x		x	x	x	x	x				x	x		x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x
Develop certification standards for vocational education	x	x	x	x	x		x		x		x	x		x	x	x	x	x	x	x	x	x	x		x		x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x
Establish reciprocal agreements with other states for certification	x					x	x	x	x	x	x	x			x	x		x	x	x		x	x	x				x		x	x		x		x		x	x	x			x	x	x	x	x	x	x	x
[1] If certification is revoked, is there a mechanism for appeals?																				*																				**											
Yes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
No																																							x										

*No provision for revoking certificates/certification

**Does not revoke certification

TABLE V
States Using Competency Testing as a Part of
Vocational Certification Requirements

States	Type of Competency Test				
	NOCTI competency tests	Competency tests developed by a state teacher education institution	Competency tests developed by local vocational districts	Other types of competency testing	No provision for competency testing
Alabama					x
Alaska					x
Arizona					x
Arkansas					x
California			x		
Colorado					x
Connecticut	x				
Delaware					x
Florida	x				
Georgia	Pending----------				
Hawaii					x
Idaho	x				
Illinois					x
Indiana					x
Iowa					x
Kansas		x			
Kentucky					x
Louisana					x
Maine					x
Maryland					x
Massachusetts				x	
Michigan				x	
Minnesota					x
Mississippi					x
Missouri					x
Montana			x		
Nebraska					x
Nevada					x
New Hampshire	x				
New Jersey					x
New Mexico					x
New York		x			
North Caroline					x
North Dakota					x
Ohio					x
Oklahoma					x
Oregon				x	
Pennsylvania				x	

States Using Competency Testing as a Part of Vocational Certification Requirements

States	Type of Competency Test				
	NOCTI competency tests	Competency tests developed by a state teacher education institution	Competency tests developed by local vocational districts	Other types of competency testing	No provision for competency testing
Rhode Island					x
South Caroline		x			
South Dakota					x
Tennessee		x			
Texas				x	
Utah	x				
Vermont				x	
Virginia					x
Washington					x
West Virginia	x				
Wisconsin					x
Wyoming	x				

Appendix B

Telephone Questionnaire

I. Questions concerning standards and practices boards (Formulation)

1. What type of teacher certification board/agency exists in your state? (any of the following?)

_____a. A full authority teacher standards and practices board

(A fully independent commission with ultimate authority, authorized by the state legislature.)

_____b. A teacher standards and practices board which is an advisory board to the State Board of Education and/or its education agency

(A special board with educators heavily represented, the final authority lies in the State Board of Education)

_____c. The State Board of Education and/or a state education agency controls teacher certification

(State Board control or delegation to a state agency assisted by an advisory council.)

_____d. None exists

_____e. Other (explain)_____

_____

_____

2. How was this board created and how long has it been operational?

_____a. legislative act

_____b. State Board of Education

_____c. Other (explain)_____

_____

_____Number of years operational

_____N/A

3. Who serves on the standards and practices board?

_____a. Educators:

_____elementary

_____secondary

_____post secondary

_____teacher educators

_____administrators

_____b. Non-educators:

_____school board members

_____state education personnel

_____general public

_____business, industry leaders

_____special interest groups

_____others (identify)

_____

4. How are members selected to serve on the board?

_____a. appointed------by whom_____

_____b. elected--------by whom_____

_____c. others (explain)_____

5. How long are the terms of service?

_____1 year

_____2 years

_____3-5 years

_____other (how long?)_____

6. How is the board financed?

_____a. self-supporting (funds from certification fees, etc.)

_____b. as a State Board of Education agency

_____c. separate or special funding

_____d. other (explain)_____

7. What are the responsibilities of the teacher standards and practices board or existing certification agency (indicate which type?)

_____a. teacher standards and practices board

_____b. other certification agency

Responsibilities:

a.	establish criteria for certification standards	YES_____NO_____
b.	guidelines for performance standards	YES_____NO_____
c.	to issue teaching certification	YES_____NO_____
d.	to reissue revoked or expired certification	YES_____NO_____
e.	if not c & d, who does?_____	
f.	institute disciplinary action against educators for violation of standards	YES_____NO_____
g.	development of teacher preparation standards	YES_____NO_____
h.	develop recertification requirements	YES_____NO_____
i.	determine occupational experience requirements for vocational education certification standards. if no, who does?_____	YES_____NO_____
j.	develop certification standards for vocational education	YES_____NO_____
k.	establish reciprocal agreements with other states	YES_____NO_____

8. If certification is revoked, is there a mechanism for appeals?

_____a. yes---by what procedure?_____

_____

_____b. no

9. Do you have reciprocal agreements with other states?

_____a. yes---how many_____

_____b. no

10. If you have reciprocal agreements do they cover all teacher and administrator certification (including vocational education)?

_____a. yes

_____b. no (explain)_____

II. Questions concerning vocational teacher certification

1. Is there an independent division in your state to develop standards for vocational education teacher certification?

_____a. yes----Agency_____

_____b. no

2. Does vocational teacher certification follow the same general rules as other teacher certification in your state?

_____a. yes

_____b. no (explain)_____

_____

3. What types of certification exist for vocational teachers?

_____a. standard certificate

_____b. permanent certificate

_____c. provisional certificate

_____d. special certificate

_____e. supervisor certificate

_____f. director certificate

_____g. other (explain)_____

_____

4. Who must have vocational certification in your state?

_____a. full-time teachers

_____b. part-time teachers

_____c. support personnel (para-professionals)

_____d. administrators

_____e. CETA instructors

_____f. others_____

5. Do state or local advisory councils have a role in establishing vocational certification standards?

_____a. yes, state council

_____b. yes, local council

_____c. no, state council

_____d. no, local council

6. Has competency testing been approved for vocational teacher certification in your state? If yes, identify the test(s).

_____a. yes, test(s)_____

_____b. no

7. Identify the application procedure for vocational teacher certification.

What office?_____

_____

8. How long does the processing of an application usually take?

_____a. less than seven days

_____b. two weeks

_____c. more than two weeks

_____d. no answer

9. Are you aware of the Interstate Certification Project?

_____a. yes

_____b. yes, a member state----general educ._____vocational educ._____

_____c. no

10. Are the certification standards and practices in your state adequate to assure quality vocational instruction?

_____a. yes

_____b. yes, but some changes are needed

_____c. no

_____d. no, but they are being reviewed or in the process of change

11. What changes would you make in the present certification system in your state? Why?

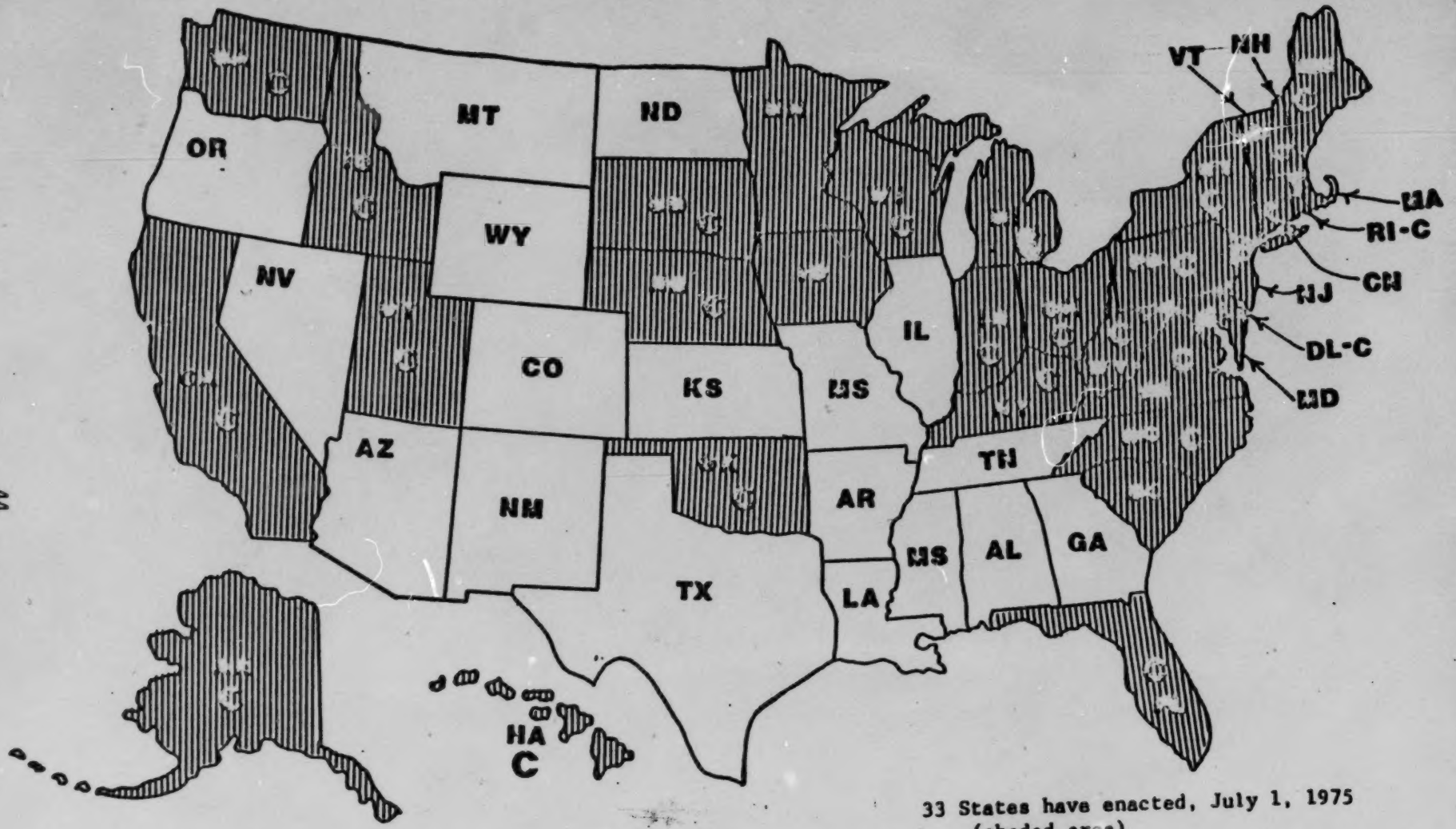
_____

_____

_____

Appendix C

INTERSTATE CERTIFICATION PROJECT



33 States have enacted, July 1, 1975
(shaded area)

C States (30) have signed Interstate Certification Teacher Contract
Administrators Contract - (13) Vocational Ed.- 10
(see attached sheet)

INTERSTATE CERTIFICATION PROJECT MEMBER STATES

	Legislation Enacted	Teacher Contract	Administrators & Support Personnel Contract	Vocational Education Contract (Expires 1977)
Alabama				
Alaska	X	X*	X*	X
Arizona				
Arkansas				
California	X	X		
Colorado				
Connecticut	X	X	X	X
Delaware	X	X	X	
Florida	X	X		
Georgia				
Hawaii	X	X		
Idaho	X	X	X	
Illinois				
Indiana	X	X*		
Iowa	X			
Kansas				
Kentucky	X	X		
Louisiana				
Maine	X	X		
Maryland	X	X		
Massachusetts	X	X	X	X
Michigan	X	X*	X*	
Minnesota	X			
Mississippi				
Missouri				
Montana				
Nebraska	X	X		
Nevada				
New Hampshire	X	X	X	X
New Jersey	X	X		
New Mexico				
New York	X	X	X	X
North Carolina	X	X		
North Dakota				
Ohio	X	X	X	X
Oklahoma	X	X		
Oregon				
Pennsylvania	X	X		
Rhode Island	X	X	X	X
South Carolina	X			
South Dakota	X	X	X	
Tennessee				
Texas				
Utah	X	X	X	X
Vermont	X	X	X	X
Virginia	X	X		
Washington	X	X		X
West Virginia	X	X		
Wisconsin	X	X		
Wyoming				
District of Columbia	X	X*		
Guam				
Puerto Rico				
Virgin Islands				
American Samoa				
Total:	33	30	13	10

*partial participation

Indiana Teachers Contract - Vermont Ohio, Idaho, Florida and Kentucky

Alaska Teachers Contract - Washington and Utah

X* - District of Columbia-signing in process

July 1, 1976

X* - Michigan-signing in process

Appendix D

Values of the Interstate Certification System

Education is a nationwide need. However, for a variety of historic, constitutional, policy and administrative reasons it is provided at the state and local levels. Important as financial and technical aids furnished by the federal government are, they do not change this fact.

Among the several crucial elements of a good educational system, a quality teacher, support personnel and administrator force is probably the most vital. Certification is a key tool in securing and maintaining such a force. Whether the certification criteria used revolve around curriculum specifications, approval of preparatory institutions, performance or some as yet unheard of methodology, it continues to be true that certification is the process by which it is determined who may teach in and provide other professional services for the schools which all children and adolescents are required by law to attend.

The value most often emphasized in the interstate certification system is its facilitation of teacher mobility. Despite differences in detail, and sometimes even in approach, among the individual state systems of eligibility requirements, a person with the educational requirements for certification in one state is enabled to qualify simply and surely for a comparable certificate in many other states. This is a valuable reform because, with very few and for the most part questionable exceptions, the makings of a competent teacher, reading clinician or school librarian do not vary from jurisdiction to jurisdiction and differences in required qualifications result from the separateness of the state certification systems rather than from the demonstrable inevitability of any specific set of requirements.

However, large numbers of persons prepared or experienced as educational professionals have moved from state to state in the absence of the Interstate Agreement on Qualification of Educational Personnel and its implementing contracts. Some states have de facto and on a unilateral basis certified out-of-state applicants on a liberal acceptance basis. Through one means or another they have waived or refrained from insisting upon the letter of some of their more rigid requirements, expecially in times of local teacher shortages. In such states, even with the Interstate Agreement on Qualification of Educational Personnel, it may not be apparent that a particular applicant has secured his certificate because of the Interstate Agreement; he might have been certificated under some other procedure. Indeed, the Interstate Agreement specifically provides that it is in addition to and not in derogation of any other lawful method of issuing certificates to out-of-state applicants.

On the other hand, in the absence of the Interstate Agreement, no applicant from another jurisdiction can be assured that, however satisfactory his qualifications may have been in some other state, they will be accepted. Indeed, until at some post college time in his career when he becomes interested in qualifying in a given state, he will have had no practicable opportunity to meet its certification requirements. Frequently, even in those states with liberal acceptance policies, he has been faced, either initially or immediately upon receipt of a conditional certificate, to take additional course work at significant expense and inconvenience.

The Interstate Agreement on Qualification of Educational Personnel and its implementing contracts remove this irritant and obstacle to mobility of qualified educational personnel. No other system really

does so because no other system or procedure gives an applicant, even though satisfactorily prepared or experienced, a right to a certificate or the certain knowledge that he can receive it in jurisdictions other than his own.

Over time, more people are likely to recognize the effect of the Interstate Agreement on persons who actually apply for certificates than to identify its consequences for other aspects of the educational system. In some ways however, the value of the Interstate Agreement may be even more important to the improvement of the effectiveness of teacher preparatory institutions and to processes for regulating the personnel aspects of the educational professions.

In the absence of the Interstate Agreement and contracts in force under it, colleges and universities are forced to act as though they are preparing school personnel only for employment in the state where the institution is located. Realistically, program approval is almost certain to come only from that state. Moreover, as it cannot conform to the certification eligibility requirements of the more than fifty jurisdictions in the United States, any institution is impelled to pick the requirements of a single state--usually that in which it is situated. For almost all institutions, this is a course of action that improperly or inadequately serves a significant percentage of its students. It virtually guarantees credit and distribution deficiencies which later increase the cost of professional education to teachers and other school system personnel and prolong the time required for career preparation. It also puts a premium on going to college close to home-- a decision that should not be induced by certification requirements and a consequence that many educators and other counselors consider detrimental to optimum educational and personal development of the individual.

It may be argued that to the extent that individual states unilaterally liberalize their policies governing the acceptance of out-of-state certificate applicants, these unfortunate consequences can be overcome. Surely, if groups of states enter into administrative understandings or agreements among their certification officers or education departments, the problem should be solved. There are at least two reasons why such is not the case.

The first of them is that neither educational institutions nor the students who attend them are justified in relying over sufficiently long periods of time on the existence of interstate recognition of qualifications for certification, unless the applicant for a certificate has a stable and predictable right to recognition which he can enforce on an interstate basis. Because it is statutorily and contractually based and applies alike to the education agencies and the general public, the Interstate Agreement on Qualification of Educational Personnel and its system of interstate certification affords this stability and enforceability. Neither administrative agreements nor unilateral policies provide this assurance. They may continue for long periods of time, but they are also likely to be changed at will.

The second reason is to be found in the record. The several informal or purely administrative arrangements now or previously in existence have worked either sporadically or not at all. Moreover, they have not spread to become a nationwide system. On the other hand, the Interstate Agreement on Qualification of Educational Personnel and contracts in force under it include over half the states from Maine to Alaska, to Hawaii, to Florida.

Whether individual states choose to use the Interstate Agreement as a lever to secure upgrading of the teacher preparatory programs

and institutions will depend on their own predilections and administrative styles. However, it is important to note that contracts under the Interstate Agreement provide a tool for accomplishment of such upgrading. As the interstate certification system becomes better and more widely established, inclusion of an institution and its programs on an interstate list will be of great advantage to a college or university. Even more, not appearing on such lists will be a marked disadvantage that an institution may be hard put to explain to its students and the general public. To be placed on an interstate list, a program must be of sufficient content and quality to warrant the state education agency in representing that it prepares students well enough so that they may perform satisfactorily in any school system in the country.

Another value of the system in effect pursuant to the Interstate Agreement is the stability with flexibility that it allows in state regulation of the educational professions. Certification has entered upon a period of substantial change. The number of certified teaching and other school specialties is increasing. Within the next few years, at least some kinds of paraprofessionals also may need qualifying credentials. On the other hand, there is some advocacy of the abolition of certification.

This last position is either captious or misleading because it is not seriously contended in any responsible quarter that entry into the school professions be without demonstration to appropriate public authorities that the applicant is professionally or occupationally prepared. But the appropriate methods of measuring the adequacy of preparatory programs or of the individuals who offer themselves as qualified to teach have become the subject of greater questioning and experimentation than for a long time past.

Methodological variety and experimentation make it especially necessary that a firm basis and legally sufficient procedures for the safeguarding of interstate recognition of qualifications be in place and functioning. The old disparities among the several state systems of detailed certification requirements have been increasingly decried. But they may turn out to be relatively minor when compared with systems of licensure based on varying and unrelated basis such as specific curriculum prescription and performance criteria. Reform in methodology and underlying concepts should be encouraged and may come either from pressures internal or external to the education professions. But systems which make teachers and other school personnel casualties of the intensified differences in licensing requirements and practices--even when they have proceeded in good faith or have no alternative --will not be acceptable to the general public or the policy making branches of state government.

The Interstate Agreement on Qualification of Educational Personnel and the system which implements it provides the only means yet devised of assuring that the benefits of movements for change can be promoted and secured without the interstate barriers that will otherwise exist and that could bring the entire certification process into disrepute. This interstate certification system emphasizes common acceptance of the products of a variety of preparatory and licensing approaches. It does so within a framework of legally secure rights and procedures whose stability and recognition can be relied upon by teachers, state agencies, institutions of higher learning and the general public. Moreover, it is a nationwide system and so matches the mobility of our professional and student population.

FOR TEACHERS

INTERSTATE CERTIFICATION PROJECT

YOUR TEACHER PREPARATION OR YOUR CERTIFICATE MAY QUALIFY YOU FOR A CERTIFICATE IN ANOTHER STATE

If the teacher preparatory program which you have completed is on the "Interstate List" of the state in which the college or university offering it is situated, you may meet the requirements for a teaching certificate in many other states. You may also qualify if you hold at least an initial regular certificate from your state and have at least three years of satisfactory teaching experience during the past seven years. Please read this announcement carefully to determine whether the foregoing statement applies to you and whether you can take advantage of interstate recognition of your qualifications.

This announcement contains a list of those states which have joined your state in making it possible for certain persons perpared or employed as teachers to qualify for certificates from any of the named states. The few simple facts you should know are given below.

For Teachers with Less
Than 3 Years Teaching Experience

1. States which are presently approving programs for purposes of the Interstate Certification Project will publish annually a list. The Department of Education publishes annually a list of teacher preparatory programs which are acceptable for purposes of interstate recognition. Most of the other states listed in this announcement publish a similar list of their programs. The list for a state is available from its state education agency.

2. If you completed an acceptable program on or after January 1, 1964 and with an "initial regular" certificate from this state or any other state having the interstate arrangement, you should apply directly to the certification

agency in the state from which you wish a certificate and mention that you wish to take advantage of the Interstate Agreement on Qualification of Educational Personnel. It is possible that you may find an appropriate application and instructions at your college.

3. If your college or university was not regionally accredited at the time you graduated, the state to which you apply may or may not permit you to qualify for the benefits of the Interstate Agreement.

4. The interstate recognition referred to here applies only to the educational requirements for a certificate. You must still meet any requirements relating to character, health or citizenship. Also, if you have only a bachelor's degree and the state to which you apply requires graduate study for initial regular certification, you may not qualify.

For Certificate Holders With At Least
3 Years of Experience.

1. If you have at least an initial regular certificate based on a baccalaureate or higher degree from this state or a comparable one from any other state participating in the Interstate Agreement with this state, and have a total of at least 3 years of successful regular teaching experience in the past 7 years (including at least 2 years under the certificate in question), you meet the educational requirements for a comparable certificate in any of the participating states. Where you took your teacher preparatory work is not material.

2. The interstate recognition referred to here applies only to the educational requirements for a certificate. You must still meet any requirements relating to character, health or citizenship. Also, if you have only a bachelor's degree and the state to which you apply requires graduate study for initial regular certification, you may not qualify.

3. Apply directly to the State Education agency of the state from

which you wish a certificate and mention that you wish to take advantage of the Interstate Agreement on Qualification of Educational Personnel.

Note: Periodically new states will be added to the list of interstate contract participants. Check with your colleges or your state education agency for up-to-date information.

Currently the following states are participating.

1. Alaska (partial)
2. California
3. Connecticut
4. Delaware
5. District of Columbia
6. Florida
7. Hawaii
8. Idaho
9. Indiana (partial)
10. Iowa*
11. Kentucky
12. Maine
13. Maryland
14. Massachusetts
15. Minnesota*
16. Nebraska
17. New Hampshire
18. New Jersey
19. New York
20. North Carolina
21. Ohio
22. Oklahoma
23. Rhode Island
24. South Carolina*
25. South Dakota
26. Utah
27. Vermont
28. Virginia
29. Washington
30. West Virginia
31. Wisconsin
32. Pennsylvania
33. Michigan

*States who have signed enabling legislation but have not yet negotiated interstate certification contracts.

For additional information write to:

Dr. Helen Hartle, Project Director, Interstate Certification Project, New York State Education Department, 99 Washington Avenue, Room 1941, Albany, New York 12230.

For Vocational Education Personnel

INTERSTATE CERTIFICATION PROJECT

Your teacher preparation or your certificate may qualify you for certification in another state.

An interstate certification contract covering teachers was developed under the Interstate Agreement on Qualification of Educational Personnel, (see Enclosure I for details). Subsequently, a codicil covering administrators and support personnel was also developed, (see Enclosure II for details). A contract covering vocational education personnel not covered under the two above mentioned instruments was recently developed. This contract has been signed by those states listed at the end of this announcement. Please read the information contained herein to determine whether you can take advantage of interstate recognition of your qualifications.

Coverage of the Vocational Education Contract

The interstate teacher certification contract and the codicil described in Enclosures I and II cover most teachers and other professional personnel employed in the schools. Not covered by these two instruments, are certain vocational education teachers because they frequently are not required to have four year college degrees. It should be recognized that some classes of certificated personnel employed in career education, trade, and industrial school programs are required to have the bachelor's degree or graduate study. Such teachers, administrators and support personnel <u>are</u> covered by the contract and codicil already mentioned (see Enclosures I and II). This contract covering vocational education personnel is designed to extend the operational coverage of the interstate certification system to vocational education personnel with less than baccalaureate level preparation who are employed in career education, trade or industrial subjects.

Contents of the Contract

As it applies in the contract described in this announcement, "Vocational education" means instruction in trade, industrial, or other occupationally oriented subjects. "Vocational education teacher" means a person whose primary function is to provide instruction to students in a vocational subject or subjects. As in the other two instruments, the guarantee is for an initial regular certificate in any state party to this contract who has a like or comparable certificate. The applicant must hold an initial regular or advanced certificate for the teaching of a vocational education subject which certificate is still in force, if the following conditions are met:

1. He has taught in one or more schools or school systems of the states party to the contract for a time totalling at least twenty-seven months during the seven years next preceding the date of application for the certificate. No time shall be counted toward the twenty-seven months requirement unless the teaching was performed pursuant to an appointment requiring service for fifty percent or more of the school day during fifty percent or more of the school year.
2. Has taught at least eighteen months of the time required by item 1 under the certificate for which he is applying.
3. Meets all non-educational requirements not relating to teaching experience of the State to which application is being made. A candidate must produce evidence of satisfactory experience as stated by an appropriate authority of the situtation in which he worked.

Apply directly to the State Education Agency of the state from which you wish a certificate and mention that you wish to take advantage of the Interstate Agreement on Qualification of Education Personnel.

Note: Periodically new states will be added to the list of interstate

contract participants. Check with your college or your state education agency for up-to-date information or write to the address below.

Currently the following states are participating in the interstate certification vocational education contract:

1. Alaska
2. Connecticut
3. New Hampshire
4. New York
5. Rhode Island
6. Utah
7. Vermont
8. Washington
9. Ohio
10. Massachusetts

as of November 5, 1976

Dr. Helen Hartle
Interstate Certification Project
New York State Education Department
99 Washington Avenue
Albany, New York 12210

MEMORANDUM TO ACCOMPANY DRAFT CONTRACT COVERING
CERTIFICATION OF VOCATIONAL EDUCATION TEACHERS

The multilateral contract and codicil now in effect under the Interstate Agreement on Qualification of Educational Personnel cover most teachers and other professional personnel employed in the schools. Not covered are certain vocational education teachers because they frequently are not required to have four year college degrees. Both the multilateral contract and codicil apply only to educational personnel who have at least the bachelor's degree.

It should be recognized that some classes of certificated personnel employed in career education trade and industrial school programs are required to have the bachelor's degree or graduate study. Such teachers, administrators and support personnel are covered by the existing contract and codicil and are already within the interstate certification system. The contract presented with this memorandum is designed to extend the operational coverage of the interstate system to teachers with less than baccalaureate level preparation. This appears to be justified only in the vocational education area. Accordingly, the draft contract deals only with teachers of career education, trade or industrial subjects.

The Vocational Program Situation

Vocational subjects may be taught either in schools devoted primarily to the needs of students preparing for jobs in semiskilled and skilled occuppations or in schools serving the needs of a more diverse population. In either event, many of the certified personnel, including the administrators and the teachers of nonvocational subjects such as English, Mathematics and Social Studies require certificates for which satisfactory completion of teacher preparatory programs at four year or graduate institutions of higher learning is required. There is no need, nor would it be appropriate, to change or lessen these requirements merely because some or all of the

students being taught are in vocational programs.

On the other hand, teachers of such subjects as carpentry, television repair, and cosmotology have acquired much or all of their training and subject matter knowledge in nonacademic surroundings. For some classes of these occupational subjects some states may prescribe a four year college degree and completion of a teacher preparatory program as a preference, but it is seldom a requirement. It is far more customary to require limited numbers of credits in Education, frequently taken on a post-entry basis.

Since fullscale teacher preparatory programs are virtually nonexistent for the career trade and industrial subjects, requirements for interstate recognition of certification eligibility cannot be based on them. Moreover, in the vocational education fields, there is a heavy emphasis on experience at the specific occupation. A teacher of hairdressing is most likely to have acquired the requisite skills by work in a beauty parlor and a teacher of one of the mechanical trades becomes sufficiently acquainted with the subject matter by factory or other craft experience. A state certification agency judges applicants for vocational education teaching credentials largely on the basis of experience in the particular skill. Persons desiring to teach vocational education subjects in other states may face one or both of two problems: (1) difficulty of assembling references that can be conveniently checked by the certification agency in a distant state, and (2) in the case of a teacher with a number of years teaching experience, trade or industrial experience, trade or industrial experience too far in the past to be considered satisfactory.

In view of these circumstances, it seems best to grant recognition of qualifications acquired in other states only on the basis of possession of appropriate teaching certificate from another state and a period of satisfactory teaching under such a certificate. Applicants who meet these requirements should be good risks because

they have already demonstrated ability to teach the subjects involved. Moreover, it is unlikely that many persons who have not previously been employed as teachers of vocational subjects and who move from one state to another will propose immediately to become vocational teachers in their new locations. It is much more probable that they will move as plumbers, auto mechanics, or applicants for other jobs in industry and commerce. If they subsequently wish to teach, by the time of certificate application they may no longer be any different than other in-state applicants.

A Contract for Vocational Education Teachers

It would be possible to cover vocational education teachers who are not required to have regular teacher preparation or a minimum of the bachelors degree in one of two ways:

(1) A codicil to the principal Contract Covering Certification of Teachers could be prepared. The mechanism would be much the same as in the codicil already in existence for support personnel and school administrators.

(2) A separate contract covering vocational education teachers could be developed.

The difficulty with the codicil approach is that too many of the provisions of the principal contract would not be appropriate. For example, the entire substance of paragraph 3 relating to interstate acceptance on the basis of approved programs cannot be applied to the class of teachers under consideration. Similarly, paragraph 6 dealing with the publication of lists of approved programs would be inapplicable in its entirety. Accordingly, it has been better to prepare a separate contract covering vocational education teachers. An explanation of its provisions follows.

Paragraph 1 is exactly the same as in the Contract Covering Certification of Teachers. Since the authority and consideration for the contract is the same in this

instance as in the other contract, there is no reason to vary the language.

Paragraph 2 is the same as in the Contract Covering Certification of Teachers so far as subparagraphs (a) and (b) are concerned. Subparagraph (c) contains two definitions which identify the scope and coverage of the contract. The definition of "vocational education" is in terms of the types of subjects to be taught. This is done in order to gear it as closely as possible to subjects on the basis of which certificates are issued. The definition of "vocational education teacher" employs the same concepts as the definition of "teacher" in the former contract but limits their application to vocational education subjects.

Paragraph 3 closely resembles paragraph 4 of the Contract Covering Certification of Teachers. As explained earlier in this memo it is not possible to cover vocational education teachers having less than baccalaureate preparation on the basis of an approved program approach. Consequently, paragraph 3 of the other contract has no counterpart in this contract. Paragraph 3 employs the certificate plus experience approach as the only route for interstate recognition of qualifications. The differences between this paragraph and paragraph 4 of the other contract are only to adapt the language to the situation affecting vocational education teachers. Most of them will be obvious. However, a brief comment may be desirable with respect to paragraph 3 (c). A number of state statutes or regulations dealing with vocational education certification give the impression that a bachelors degree is a requirement. Undoubtedly, this represents a preference for as much academic preparation as possible. However, these statutes and regulations go on to provide that persons having only a high school diploma and relevant experience also may receive regular certificates. The subsequent securing of a bachelors degree is not even required.

Paragraph 4 is almost identical with Paragraph 5 in the Contract Covering Certification of Teachers. Its purpose is the same i.e. to make sure that otherwise

qualified teachers are not barred because, coming from another state, they will not have had specially required courses in local history and institutions. The only changes in the paragraph are to remove references to approved programs.

Paragraphs 5 and 6 are identical to language to paragraphs 7 and 8 of the other contract, except that the termination date provided by this contract is June 30, 1977 instead of June 30, 1974. This reflects the fact that the Contract will become an effective contract in 1972 and that a five year term brings us to 1977.

For Administrators and Support Personnel

INTERSTATE CERTIFICATION PROJECT

Your certificate and your experience as an administrator or in other educational support personnel categories may qualify you for a certificate in other states.

An interstate certification contract covering teachers was developed under the Interstate Agreement on Qualification of Educational Personnel (see Enclosure I for details). Subsequently, a codicil covering administrators and support personnel was also developed, and signed by those states listed at the end of this bulletin. Please read the information contained herein to determine whether you can take advantage of interstate recognition of your qualification.

Coverage of the Codicil

As it applies in the codicil described in this announcement, the term, "school administrator" means a school professional required to hold a certificate but whose primary duties involve the development, supervision oriinternal management of a school, school system or school program rather than the furnishing of direct instruct'onal or other services to pupils. It applies generally to pupil service personnel and to school administrators. The exceptions to this coverage are state school superintendents, school superintendents and their top most deputies such as associate, assistant and deputy superintendents. It should be remembered that both the interstate certification contract covering teachers and this codicil guarantee only the initial regular certificate of any participating state.

Contents of the Codicil

When applies to applicants for interstate certification under this codicil, any person who holds and initial regular or advanced certificate issued by a state party to this contract, which certificate is still in force, shall be

entitled to a like or comparable certificate at the initial regular level in any other state party to this contract, if he can produce evidence of having performed satisfactorily under the certificate for a minimum of twenty-seven months.

The interstate recognition referred to here applies only to the educational requirements for a certificate. You must still meet any requirements relating to character, health, or citizenship. Also, if you have only a bachelor's degree and the state to which you apply requires graduate study for initial regular certification, you may not qualify.

Apply directly to the State Education Agency of the state from which you wish a certificate and mention that you wish to take advantage of the Interstate Agreement on Qualification of Education Personnel.

Note: Periodically new states will be added to the list of interstate contract participants. Check with your colleges or your state education agency for up-to-date information or write to the address below.

Currently, the following states are participating in this codicil arrangement:

1. Alaska
2. Connecticut
3. Delaware
4. Maine
5. Maryland
6. Massachusetts
7. New Hampshire
8. New York
9. Ohio
10. Rhode Island
11. South Dakota
12. Vermont
13. Michigan

as of January, 1974

Dr. Helen Hartle, Project Director
Interstate Certification Project
New York State Education Department
99 Washington Avenue, Room 1941
Albany, New York 12210

Appendix E

State Agencies Responsible For
Processing Applications

Alabama

Teacher Certification Section
State Department of Education
Vocational Education Division
883 State Office Building
Montgomery, Alabama 36130

Alaska

Alaska Department of Education
Educational Standards Division
Pouch F
Juneau, Alaska 99811

Arizona

Arizona Department of Education
Certification Division
1535 W. Jefferson
Phoenix, Arizona 85007

Arkansas

Arkansas Department of Education
Office of Teacher Education and Certification
State Capitol Mall
Little Rock, Arkansas 72201

California

California State Department of Education
Bureau of Industrial Education
721 Capital Mall
Sacramento, California 95814

Colorado

Department of Educational Certification
Colorado State University
Denver, Colorado

Connecticut

Connecticut State Department of Education
Bureau of Certification
P.O. Box 2219
Hartford, Connecticut 06115

Delaware

Delaware State Department of Public Instruction
Certification and Personnel Division
Townsend Building
Dover, Delaware 19901

Florida

Florida Department of Education
Teacher Certification Section
452 Knott Building
Tallahassee, Florida 32304

Georgia

Georgia Department of Education
Department of Teacher Certification
State Office Building
c/o Mr. William Schubert
Atlanta, Georgia 30334

Hawaii

Mr. Nelson Muraska
Coordinator of Personnel Development
University of Hawaii
Bachman 101
2444 Dole Street
Honolulu, Hawaii 96822

Idaho

Idaho State Department of Education
Vocational Certification
650 W. State Street
Boise, Idaho 83720

Illinois

Illinois Office of Education
Certification Board
100 North First Street
Springfield, Illinois 62777

Indiana

Indiana State Board of Education
Teacher Training and License Commission
State House, Room 227
Indianapolis, Indiana 46204

Iowa

State of Iowa
Department of Public Instruction
Teacher Education and Certification Division
Grimes State Office Building
Des Moines, Iowa 50319

Kansas

Kansas State Education Department
Teacher Certification Unit
120 East 10th Street
Topeka, Kansas 66612

Kentucky

Bureau of Vocational Education
2031 Capital Plaza Tower
Frankfurt, Kentucky 40601

Louisana

Louisana State Department of Education
Bureau of Teacher Certification
P.O. Box 44064
Baton Rouge, Louisana 70804

Maine

Division of Teacher Certification
Maine Department of Education
Augusta, Maine 04330

Maryland

Division of Certification and Acreditation
Maryland State Department of Education
P.O. Box 8717
Baltimore-Washington Airport
Baltimore, Maryland 21240

Massachusetts

Division of Occupational Education
Office of Professional Development
Massachusetts Department of Education
31 St. James Street
Boston, Massachusetts 02116

Michigan

Michigan Department of Education
Teacher Certification
P.O. Box 30008
Lansing, Michigan 48909

Minnesota

Minnesota Department of Education
Vocational-Technical Division
Teacher Licensing Unit
564 Capital Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Mississippi

Mississippi Department of Education
Division of Certification
P.O. Box 771
Jackson, Mississippi 39205

Missouri

Missouri Department of Education
Teacher Education and Certification
P.O. Box 480
Jefferson City, Missouri 65101

Montana

Office of Public Instruction
State Capitol
Helena, Montana 59601

Nebraska

Nebraska State Department of Education
Certification Office
400 West King Street
Carson City, Nevada 89701

Nevada

Nevada Department of Education
Certification Office
400 West King Street
Carson City, Nevada 89701

New Hampshire

New Hampshire State Department of Education
Certification Office
State House Annex, 4th floor
Concord, New Hampshire 03301

New Jersey

Bureau of Teacher Education and Academic Credentials
3535 Quaker Bridge Road
P.O. Box 3181
Trenton, New Jersey 08619

New Mexico

Director of Teacher Certification
State Department of Education
Santa Fe, New Mexiso 87503

New York

The University of the State of New York
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12230

North Carolina

Division of Certification/Division of Vocational Education
Department of Public Instruction
Raleigh, North Carolina 27611

North Dakota

Supervisor
State Board for Vocational Education
State Office Building
900 East Boulevard Avenue
Bismark, North Dakota 58505

Ohio

Teacher Education and Certification
Department of Public Instruction
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

Oklahoma

Oklahoma State Department of Education
Teacher Certification Division
Oliver Hodge Memorial Building
Oklahoma City, Oklahoma 73105

Oregon

Teacher Standards and Practices Commission
942 Lancaster Drive, N.D.
Salem, Oregon 97310

Pennsylvania

State Board of Education of the Commonwealth of Pennsylvania
Division of Teacher Certification
Harrisburg, Pennsylvania 17126

Rhode Island

State Department of Education
Office of Teacher Certification
22 Hayes Street
Providence, Rhode Island

South Carolina

Teacher Education Consultant
Office of Vocational Education
Department of Teacher Certification
South Carolina Department of Education
Columbis, South Carolina 29201

South Dakota

Director of Teacher Certification
Division of Teacher Certification, Elementary & Secondary
New State Office Building
Pierre, South Dakota 57501

Tennessee

Director of Teacher Education and Certification
State Department of Education
Nashville, Tennessee 37219

Texas

Texas Education Agency
Division of Certification
201 East 11th Street
Austin, Texas 78701

Utah

Utah State Board of Education
Division of Vocational-Technical Education
250 E. 500 South
Salt Lake City, Utah 84111

Vermont

Division of Teacher & Continuing Education
Teacher Certification Officer
State Department of Education
State Office Building
Montpelier, Vermont 05602

Virginia

Division of Teacher Education
State Department of Education
Richmond, Virginia 23216

Washington

Superintendent of Public Instruction
Vocational Certification
Old Capitol Building
Olympia, Washington 98504

West Virginia

State Department of Education
Bureau of Vocational-Technical and Adult Education
Teacher Certification
State Capitol
1900 Wash St. East
Charleston, West Virginia 25305

Wisconsin

Teacher Certification
Department of Public Instruction
126 Langdon Street
Madison, Wisonsin 53702

Wyoming

Licensing and Certification Services Unit
State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

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